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ABSTRACT

A three-year project to investigate black student utilization of the public community college in the South began with a year-long study of the attitudes of black students enrolled in high schools and junior colleges in five communities. Trained interviewers talked at length with approximately 400 students and with teachers, parents, and community leaders. The observations provided a basis for concluding that the "open door" admissions policy does not in itself encourage black students to attend the junior college. Neither does the policy stimulate the development of programs designed to meet the needs of black students. In response to an inquiry sent to presidents of public junior colleges in the South, administrators from a number of institutions reported innovative action programs designed to increase enrollment of black students and to improve their opportunities after they enrolled. These materials combined with activities in the five pilot project programs provide the illustrative materials used in this report. [Not available in hard copy due to the size of the print of the original document.] (Author/JM)

THE BLACK COMMUNITY
AND THE COMMUNITY COLLEGE

Action Programs
for Expanding Opportunity
A Project Report

Institute for Higher Educational Opportunity

October 1970

Southern Regional Education Board
130 Sixth Street, N.W.
Atlanta, Georgia 30313

F O R E W O R D

Many public junior colleges have instituted special action programs designed to meet cultural and educational needs of minority group students. Many others are committed to expanding opportunity to all cultural groups in the communities which they serve and are searching for ways to accomplish this goal. The Southern Regional Education Board, through its Institute for Higher Educational Opportunity, is now engaged in a three-year project to increase opportunity for black students through the public junior and community colleges. In this progress report a number of action programs are described as illustrative of innovative procedures which show promise of increasing the enrollment of black students and of providing programs of distinct value to them.

We express appreciation to the Carnegie Corporation for its support of SREB's junior college project. We acknowledge also the contributions provided by the five junior colleges in which pilot programs were conducted during the first two years of the project' s activities. We appreciate the cooperation of leaders in a number of other junior colleges who took the time to provide us with full descriptions of innovative programs in which they are now engaged.

Winfred L. Godwin, President
Southern Regional Education Board

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BACKGROUND

Why are black high school graduates not attending public junior colleges in their communities in as large numbers as might be expected? What are their attitudes toward the junior college? What factors influence black students' choices about attendance and type of post-high school education? How do black students feel about the junior colleges they attend?

These questions and others like them were uppermost in mind when SREB, supported by a grant from the Carnegie Corporation, initiated a three-year project to investigate black student utilization of the public community college in the South. The questions remained paramount as the second year of the project began and was completed.

During the first year a study was made of the attitudes of black students enrolled in high schools and junior colleges in five communities. Trained interviewers talked at length with approximately 400 students and with teachers, parents, and community leaders. On the basis of the interview reports, the judgments of the interviewers, and information from junior college leaders in other communities, certain observations were formulated concerning the attitudes of black students toward the junior colleges as an option for continuing their education beyond high school. (See New Challenges to the Junior Colleges published by the Southern Regional Education Board in April, 1970.)

The observations provided a basis for concluding that the "open door" admissions policy does not in itself encourage black students to attend the junior college. Neither does the policy stimulate the development of programs designed to meet the needs of black students. During the academic year 1969-70, the five junior colleges which had participated in the study of attitudes instituted special action

rograms to recruit more black students, to facilitate their enrollment, and to meet some of the specific needs which black students had identified during the interviews.

In response to an inquiry sent to presidents of public junior colleges in the South, administrators from a number of institutions reported innovative action programs designed to increase enrollment of black students and to improve their opportunities after they enrolled. These materials combined with the activities in the five pilot project programs provide the illustrative materials used in this report.

A technique which has been effective in one junior college might not necessarily be effective in another. Each junior college has to design its own approach to expanding opportunity for black students in its community. First, the fact is accepted that the "open door" in itself is not enough to meet the goal. Second, the junior college administration, faculty, and students makes a commitment to meet the educational needs of the entire community which the institution serves. The materials in this report are presented in the hope that junior colleges which have taken these first two steps will discover ideas which may be used in the design if innovative programs to increase opportunity for black students who might not have enrolled or who might drop out before achieving their goals.

RECRUITING AND ENROLLMENT

Although increasing numbers of black students are enrolling in public junior colleges in the South, the ratio of black to white students is still far short of population ratios. Special recruiting efforts are required to change the image of the junior college in the black community. During 1969-70 new methods of recruiting, both direct and indirect, were developed by the five junior colleges participating in the pilot project. In addition, information was secured about innovative procedures employed in a number of other junior colleges throughout the region. Most of these programs may be classified under two headings: those involving activities relating the junior college to the public school system, and those reaching into the total community.

Cooperation with School Systems

The interviews with high school students had revealed that many black students felt their high school counselors were not thoroughly informed about opportunities at the junior college. There was also evidence that many black students were not encouraged to consider vocationally oriented programs. To overcome these and other identified problems, the cooperating junior colleges developed several action programs.

Polk Junior College conducted a workshop for counselors from Polk County high schools. In the evaluation of the workshop, participants verified the importance of frequent communication between the junior college staff and the counselors regarding the college offerings and, in particular, regarding programs for disadvantaged students. The evaluation revealed an informational gap which could only be closed through effective counseling and communication.

Spartanburg Junior College reported that "we have plans to conduct

guidance conferences for counselors in area high schools, white and primarily black, during the first two months of the academic year. We have found black guidance counselors are reluctant to send students to predominately white colleges for fear that the students will not perform well. This, we believe, is a communications problem between the colleges and the high schools and so our effort to bridge that gap."

Central Piedmont Community College held a workshop with counselors of substantial numbers of black students in ten high schools of the county. The intent and purpose was "1) to open lines of communication, 2) to acquaint counselors with the junior college and its program, since most counselors were senior college oriented and did not stress attendance at the community college, 3) improve the recruiting techniques employed by the junior college, and 4) point out the comparable cost factor to prospective students." Central Piedmont is continuing this program of workshops on the basis of the results achieved.

Harford Junior College sponsors joint meetings both in the fall and in the spring between the student personnel staff of the college and high school counselors in the area. Emphasis in the meetings is placed upon articulation of counseling and career information. In addition, the Director of Registration and Admissions supplies a newsletter and free copies of the Junior College Journal to principals and secondary school counselors of Harford County Schools.

A second type of cooperation between the junior college and the high schools in its district is systematic visitation for the specific purpose of recruiting black students. The visitations may be of two types: a visit to the high school by a team from the college, usually including black college students and faculty, and planned visits of black high school students to the junior college campus. These visits accomplish more than providing information about junior college

programs and details about applying for admission. They serve to convince the black high school student that the junior college is interested in him, wants to serve him, and is aware of his needs. Toward these ends, Jefferson State Junior College developed the following program:

1. Coordinated and systematically scheduled interdisciplinary teams of professional staff members visit the secondary schools in the five-county area of the legally prescribed territorial service areas of the college. Included on the membership of the teams are representatives from the administration, guidance-counseling services, urban studies, and selected black and white students.

2. Each coordinated recruiting team is constituted of multiethnic composition--including the recruitment services of black professional staff members. For prospective black students, the black professional staff members provide stimulus and a source of identification along with bridging the basis for their actual enrollment in Jefferson State.

3. Intensive and deliberate provisions and presentations concerning the financial aid availabilities are explicitly described and black students are especially urged to apply for financial aid in cases of need.

As a result of these activities, the enrollment of black students has reached the point of 15 percent of the total enrollment. The participation of black professional staff members affected--in a positive manner--increased favorable reactions of black students incident to pursuing junior college studies at Jefferson State Junior College.

Palm Beach Junior College emphasizes the involvement of black faculty members, as well as students, in hosting visits of black high school student groups to the campus. Several other institutions indicated the importance of having a black staff member in the admissions office. As one college administrator put it, "This person will be especially cognizant of the concerns of black students and adept to collaboration of efforts along with expertise in the analysis and interpretation of issues, trends, and human relations problems."

Outreach to the Community

The search for black students who might continue their education

in the junior college should not be limited to the high schools in the immediate vicinity of the junior college. Some of the best junior college prospects may not be enrolled in high school. A report from Mr. Fred Adams, coordinator of the SREB project at Lee College in Baytown, Texas, illustrates a method for reaching into the community to find prospective students--drop-outs or high school graduates not actually in college.

> Attention was focused on persons in the black community who had larger problems and needed more help--the drop-outs and the high school graduates who did not go on to college.
>
> An all-out effort was used to discover and involve these people. Our staff made contact with friends, counselors, H.E.W. centers, people on the street, gangs, clubs, and church groups. We scheduled meetings at various places and used movies as a drawing card to establish initial contact. We shared information about the junior college. Sixty-three people who showed interest in further education prepared brief biographical sketches. Personal interviews were then arranged, and the plans began to take shape.
>
> We found out that most of the 63 needed financial aid. As of today, May 25, 1970, I have nine blacks ready-and-willing to enroll at Lee College. Others are being interviewed daily. Program Outreach has so far also attracted four whites and one Latin American, bringing the total to fourteen.
>
> In order to get funds for the program which we hope to begin in September 1970, a council of 76 community people, none of whom is paid for services, has been formed. Others will be added as volunteers are identified.
>
> Letters and reply forms with stamped, self-addressed envelopes were sent to people representing industry, business, churches, schools, lay people, the Chamber of Commerce, and the mayor. This group forms the nucleus which will plan for securing and utilizing scholarship funds, scholarship adoptions, and other types of financial assistance. The entire local community is represented and involved in a fund-raising drive aimed at helping disadvantaged students enroll at Lee.
>
> We are now planning new courses for the program. Among them are teacher aide training, library assistant training, and humanities for culturally deprived.
>
> One specification planned by the council early in the project was to request the Board of Regents to waive tuition for students with acute financial need.

Gulf Coast Junior College instituted a project called the "College Career Sidewalk Studio." This program incorporated career counseling and recruiting wherever in the community black youth could be found. Mr. Leon Miller, who had previously directed a recreational program in

the black community, was program administrator. In this new work for the college, Mr. Miller's title was "Career Technician."

He reports that "in order to contact new and prospective students, it is necessary to visit bars, poolrooms, restaurants, and street corners. Initial contacts consisted of gathering data and sharing information on the availability of educational opportunities at Gulf Coast Junior College." Mr. Miller made repeated contacts with those blacks who showed interest in attending Gulf Coast. As time passed, young men and women sought out Mr. Miller for counseling. Neighborhood people also referred prospective students to him.

The black community, after becoming familiar with ways the junior college can help meet their needs, seems to have benefited from his efforts. It is too early to appraise program results in terms of educational achievement and career placement of those enrolled through the College Career Studio, but there is optimism that the outcome will be favorable.

Central Piedmont Community College has a community program called "Careers Unlimited." It addresses itself to 1) providing unlimited opportunities for blacks, and 2) offering unlimited opportunity to the college to be creative in meeting and responding to community needs. The project was designed for high school drop-outs, for more financially secure poor who make just enough money not to qualify for benefits from the anti-poverty program, and for the technically skilled (who lack supportive education) such as mechanics, welders, and commercial artists. The program placed strong emphasis upon the dignity of work and the importance of education related to career goals of project students. Mr. Colemon Kerry, coordinator of SREB's program at Central Piedmont, summarizes "Careers Unlimited" in this way:

> The program operates out of three permanent neighborhood centers and one mobile unit. The director moves in all

sections of the community. Wherever people gather, he seeks to know them and be known by them. Once he makes contact with a prospective student, the director's work begins.

Unlike some other programs designed to serve the poor or disadvantaged, "Careers Unlimited" locates the prospective student, finds out his career goals, what his attitudes are, his work experiences, and his outlook for the future. Once this information is collected, the recruiters and counselors design individual programs to meet each person's goals and needs.

Careers Unlimited, with the aid of the counseling department at Central Piedmont Community College, is thus aimed at preparing a prospective student in his neighborhood for entering college. The enrollee can, when ready, take special tests in the centers. Counselors arrange visits to the campus. The program provides whatever is needed to build up confidence and to stimulate the prospective student to enroll.

Without exception all persons interviewed in Careers Unlimited had lost hope of getting the training they wanted because they believed they could not afford it. If funds were available, or if they could pay their own way, most of them would attempt to secure further education.

We discovered early that our work would be in vain if we could offer no hope to persons deserving and desirous of further training. Money was needed, and we had to find it. It was at this point that the Scholarship Adoption Program was designed.

We sent our invitations to ministers--black and white--to come to a meeting at Central Piedmont Community College. The response to the invitation was gratifying. Out of this meeting came the idea that more pastors should hear about what we were doing since they are a principal communications link in the community. The program was presented to the Mecklenburg Christian Ministers Association and through their cooperation is reaching into many churches.

Palm Beach Junior College, after carefully studying population distribution in its community, established "Starter Courses" for prospective students--one in the heart of the city at Roosevelt High School, and one in the Glades area west of the city. Three black counselors were appointed to assist in the recruiting of black students in each of the locations. They established contact with prospective students by telephone, by visits to homes and by meeting with church groups and other organizations. Sixty-one students were enrolled in "Starter Courses." Discussion is now underway with a major industry in the Palm Beach area to establish a "Starter Course" in the plant especially for black employees who want to continue their education.

Santa Fe Junior College (Florida) met a community need by establishing a day-care center for mothers from a disadvantaged area so that the mothers might attend the junior college. Polk Junior College set up conferences with mothers of youth who were not in school to explain the potentials for further education available to these young people.

The general community support which is developing for these recruiting efforts is most encouraging. This support is coming most readily in those locations where the junior college has developed a community-wide bi-racial committee to assist in the planning to expand the junior college's role in meeting the needs of black people in the community. In at least three project locations, community leaders have raised funds for financial aid to students who are recruited "on the streets" and in neighborhoods, while business and industrial leaders have established work-study plans. This type of support is coming from leaders in the black community and the white community. By reaching out into the community for black students, by offering "relevant" counseling through the junior college Career Technician, by making visible community backing of efforts to enroll more black students, a new image of the junior college can be born in the minds of blacks. Perhaps this new image is the most important factor to be considered in planning expanded use by black people of the junior college.

The Composite Program for Recruiting Black Students

Perhaps the wisest procedure for developing a program to recruit black students for a particular junior college is to build the components of the program gradually in response to the identification of community needs. No model exists which is applicable to all junior colleges. Experiences derived in the planning of one segment of a comprehensive program are beneficial in the design of other segments.

Miami-Dade Junior College evolved its recruiting program for black students over a period of years. Activities employed on its South Campus are not identical with those established on its North Campus. The neighborhoods served by the campuses are different. Vice President W. Fred Shaw summarizes the main features of the program now in operation.

> The most significant thing that has been done to encourage black students to attend Miami-Dade Junior College occurred in September of 1968 when the District Board of Trustees approved the recommendation of President Peter Masiko, Jr., that tuition be waived for all students at the poverty level according to government definition. The almost immediate result was a significant increase in Negro students the following fall.
>
> Obviously money can talk louder than a welcoming smile or a sincere handshake. Still, since good news also has to compete for a reader's attention, Miami-Dade could not assume that the impressive newspaper coverage of the board's action meant that every Negro or even a majority of Negroes would know that poverty was no longer a barrier to admission. In addition to the usual types of internal and external publicity, the college spread the news through high school counseling centers and through a joint program that the college carries on with the University of Miami and the Dade County Board of Public Instruction.
>
> As part of its contribution to a cooperative Veterans' and Public Service Program, the College provides at North Campus guidance and counseling service and program advisement for returning veterans interested in public service. The College also provides special courses and preteaching workshops and seminars for public service trainees. Approximately forty veterans have taken part in this program in the past two years. It will be incorporated into the Career Opportunities Program in the fall of 1970.
>
> The National Summer Youth Sports Program gives older students a combination of employment and training in sports instruction and administration and young children the opportunity to compete in several sports. During the summer of 1970 Miami-Dade provided transportation to bring approximately 600 boys and girls from 8 to 18 (96 percent of them black) to the two campuses to compete in a variety of sports ranging from football, basketball, and wrestling for boys to such sports as volleyball, deck tennis, and softball for girls. Two hundred student assistants (70 percent of them black) served as assistant coaches.
>
> The South Campus has established five outreach sports centers in poverty areas stretching as far as twenty miles south from Flagler Street. North Campus carries on its summer program on campus. In addition to supervising competition in athletics, the centers provide short courses in such subjects as narcotics and drug abuse, sex education, hygiene, and college opportunities. The two campuses served approximately 1,600 students, 96 percent of whom are black.

They also gave 900 physical examinations. When examiners discovered defects, a full-time health expeditor on each campus contacted the parents. Public and private health facilities have cooperated in correcting all correctable defects disclosed through the examinations.

This is obviously a successful program. Better facilities, including a gymnasium and a swimming pool now under construction on the South Campus, and the kind of experience that is necessary for smooth organization will lead to continued improvement.

One method Miami-Dade has used to reach black students who are shy or hard to interest is the establishment of outreach centers in or near ghetto areas. This fall the Downtown Campus will operate the center at Carver Community School in Coconut Grove; North Campus, the center at Allapattah Junior High; and South Campus, the center at A. L. Lewis Community School in Homestead. The centers serve to introduce students to college training, with the hope that they will soon transfer to one of the campuses. Consequently, except for black culture courses, the centers offer only freshman work. The enrollment of black students at the three outreach centers follows: Carver--70 (fall); Lewis--80 (winter); Allapattah--200 (fall).

The South Campus has established a counseling center at each of the seven public high schools and one parochial school from which it draws students. At each school a counselor designated by the assistant principal for guidance works part-time for the College. This makes it possible for high school seniors and adults living in the school's neighborhood to get information about college programs and even to register at Miami-Dade without visiting the campus. The counselors were important in spreading the word about tuition waivers for students at the poverty level.

The Dean of Students on the South Campus also has used a corps of fifteen student assistants to visit the schools and recruit students--black and white, disadvantaged and well-to-do. After careful training by the Dean of Students and department chairmen, these student aides are among our most effective program advisers. Both the neighborhood advisement centers and the student corps have been very successful in enabling the College to reach students that it might otherwise miss. This fall the North Campus is establishing similar centers at the ten high schools in its area.

Getting black students on campus is only a part of the problem. Some of the weaker students doubt that the College wants them; they act as if they believe that their admission to the life academic is a malevolent plot to embarrass them with the continuing shock of failure. To convince all students that we look on Negroes as equals and that every black student who walks through that open door is important to us, Miami-Dade is making many changes.

As a result of an aggressive recruiting campaign, the College will begin the fall semester with 44 full-time black teachers, four paraprofessionals, and seven black administrators. Three black teachers are on leave, enrolled in doctoral programs. The College is also using 48 black secretaries and 515 black student assistants.

All three campuses will be offering black culture courses, including history, literature, and an exciting course in the language of the Negro which is designed in part to convince students and teachers, black and white, that language habits are

not inferior simply because they are different. Humanities teachers are now designing a course in the Negro's contribution to art, music, and drama.

Summary

An effective program of recruitment of black students into the junior college requires cooperation between admissions and counseling personnel of the college and the high schools in the district it serves. Workshops sponsored by the junior college for high school counselors have proved effective as a means of establishing communication between those who deal with students who plan to continue their education beyond high school. However, a coordination of effort requires involvement of other administrators and of the faculty as well. An outgrowth of joint workshops and conferences should be the development of a continuing program of communication and of cooperative programs designed to serve students at all educational levels. In spite of differences in administrative control and sources of funding, there is no reason why the counseling resources of the junior college, the public schools, and the vocational institute cannot work together to serve the educational needs of black students in the district.

Recruiting of black students will be more effective when representatives of the junior college make special visits to high schools and when black high school students make planned visits to the junior college. Junior college representatives will make more comprehensive preparations than they would for participation in "College Day" activities. The focus of the visit will be upon both institutions' positions in and responsibility to the community. It is therefore important for black staff, faculty, and students from the junior college to participate in the high school visits. It is equally important that they also participate in hosting black high school students who visit the college campus.

Junior college recruitment of black students should reach into the community not only through the public schools but through other

channels as well. Only in this manner will the program reach drop-outs, high school graduates of ability employed in jobs without potential for advancement, and youth who have been "turned off" by environmental circumstances which have lowered their expectancy level into an attitude of hopelessness. The traditional counselor is not the type of person needed to direct outreach programs of this nature. Outreach directors must know the community in which these students live, have the ability to communicate with them, be aware of the realities of job opportunity in the area, and be fully knowledgeable of the kinds of instructional programs available to them. A new type of vocation should be recognized--which might be called that of a "Career Technician"--for which appropriate training programs could be established at the associate degree level.

Effective recruiting of black students requires community-wide support. The five colleges selected for SREB's pilot project had to meet the following requirements: 1) The junior college president and his board will have a full commitment to the program; 2) the superintendent of public schools in the junior college district will also agree to cooperate with the program; 3) junior college administrators will agree to appoint an advisory committee of black and white community leaders; and 4) they will find a competent black educator whose services SREB will secure to administer the program. The success of this program in making blacks more responsive, supportive, and interested in the junior college, their response to cooperative efforts of local school leaders, and the vitality of the outreach program--all are attributed in part to the broad base of community support. Only when this support exists is the black community aware that the public junior college is concerned about serving black students--not because these students are black or because many of them are disadvantaged but because they have a rightful place in the total community.

PROGRAMS FOR SPECIAL NEEDS

The measure of the success of a junior college in providing education for black students is not obtained by reporting the number of students who apply for admission. If a count is to be made--and there are other ways of measuring success--the focus should be on students who apply, enter the college, and complete instructional programs which form a basis for either continuing their education or beginning work in a field related to their training.

Between the date of application and the deadline for enrolling, many students find that financial difficulties prevent them from beginning college. In many cases, financial aid may be available, but often the student does not know where to go for help or how to make application for it.

There is also the case of the student who enters the junior college but is "turned off" when he finds he must take non-credit "remedial" courses. He may be unable to formulate career goals or educational objectives. He finds himself alienated on the campus, finding no identity as a person or as a member of the campus community. There are definite steps which junior college personnel may take to reduce the number who drop out for these and other causes.

Precounseling and Preparation

The admissions office may have a staff member who follows up the application of each black student by assisting him in completing the steps necessary for entrance into the college. If the student needs financial aid, he will be given assistance in making application for it, or he will be aided in securing part-time employment. Since many black students come from homes where they must contribute to the family income, part-time work for them is essential. Several junior colleges now have tuition-waiver provisions for students without funds, but

unless the student is aware of this form of aid, he may not go through the proper procedures to secure assistance.

Many black students enrolling in a junior college for the first time neglect to complete required admission forms. When opening day comes, many of these students are lost in the registration process. Thus, the orientation program for the disadvantaged student should begin in the summer and should include sessions devoted to completing his admissions forms, planning personal finances, discussing career and educational goals, and becoming familiar with the campus and the location of major offices, the campus library, and other facilities. The long-range effect of this orientation program can best be insured by having a black staff member in the admissions office. This person might have status also in the counseling or student personnel services and thus be in a position to maintain a continuing relationship with the black student from admission on through the work of the term. Having a black admissions officer does not imply that a white staff officer cannot communicate with black students, for there is abundant evidence that whites can and do communicate with black students. The presence of black staff is vital in reassuring the student that the junior college does indeed serve all in the community. Also, the shy or confused black student may find it possible through the black counselor to secure help when it is most needed.

Summer institutes for students with serious educational or cultural handicaps have successfully provided students with a means of entering the regular term and anticipating satisfactory completion of course work. Gulf Coast Junior College experimented with a program of this nature in the summer of 1969. The results were good, and with some modifications Gulf Coast made plans for its continuance in 1970. The following material describes the 1970 plan for a Self-Concept Institute:

The "Self-Concept Institute" proposal is based upon the assumption that educationally disadvantaged students who are exposed to experiences which help them understand themselves and the environmental forces contributing to their success or failure will develop adequate behavior patterns for acceptable academic achievement and productive citizenship.

Instructional Topics

1. The participants will be confronted, in a non-threatening atmosphere, with experiences which will give them opportunities to develop the self-control and self-understanding needed for successfully completing course work in the fall semester at Gulf Coast Junior College.

2. The participants will be given the opportunity to evaluate themselves, their culture, and their goals with respect to their capabilities and what is expected of them by the junior college and other social institutions.

3. The participants will be given the opportunity to relate to others, in non-threatening group activity, with the aim of developing a reference group they can rely on when confronted with academic and social stress.

Procedure

A number of disadvantaged high school graduates will be interviewed by the Institute's staff. From this group, 30 students will be invited to attend a two-week Self-Concept Institute on the Gulf Coast Junior College campus. The group will consist of 15 black and 15 white youths.

Institute funds will be used to provide each participant with a $15.00 per week stipend and room and board. Each potential student will be assigned a roommate and a room on or near the campus.

Activities for each day of the Institute will be planned. These activities will include classroom exercises, group guidance activities, social activities, and field trips or guest lecturers.

The Institute will be evaluated using subjective and objective criteria. Discussion regarding the implications of evaluations will be the nucleus of the Institute's report.

Evaluation

Students and teachers will submit interpretative evaluations regarding the value of the experiences provided and the changes in behavior, attitude, and perforamnce that have been observed. In addition, the Tennessee Self-Concept Scale (Counseling Form) will be administered to participants on the first day of the Institute and again on the final day. Changes in the self-concept profiles of the participants will be considered indications of change in self-esteem.

Spartanburg Junior College has also had success with a summer program. Its program differed from the Gulf Coast program in length, in material covered, and in the fact that the program was not solely

residential. In the Gulf Coast plan, all students had to live on the campus, as much of the program included activities other than instructional. In both plans, however, the majority of students continued into the regular term and as a group performed in a successful manner.

Spartanburg Junior College developed a significant new preparatory studies model built on the following basic assumptions:

a. Every student is a "gifted" student. The key to success is the discovery of and concentration on individual student strengths.

b. No two students are alike in aptitude, background, or ability. Therefore, any attempt to bridge the gap of cultural or academic deficiency must take into account this individualism.

c. A detailed program of testing and guidance should complement the academic work undertaken.

d. Individual adjustment and maturity will often indicate the measure of academic success a particular student will achieve.

e. Personalized instruction, using the latest technology which frees the instructor to give individual aid, is the key to an intensified learning experience.

Procedure

A program built on these assumptions was conducted on the Spartanburg Junior College campus for eight weeks in the summer of 1968. In addition to cultural programs, directed reading groups and independent study with extensive use of programmed materials, each of the 64 students in the program was involved in classroom study for 320 hours. The hours were distributed as follows:

English grammer and composition	110 hours
Mathematics	80 hours
Reading and comprehension skills laboratory	80 hours
Group dynamics seminar	50 hours

The overall achievement progress of each student was an average of 1.4 grade level. The highest overall achievement by a single student was 3.0 grade level in all instructional areas. The highest single achievement by a student in one area was 6.0 grade level. It is interesting to note that in the test session following the program not a single student failed to show progress in all areas. Fifty-six of the 64 students were accepted at Spartanburg Junior College or at other colleges while six returned to high school level work.

Conclusions

The findings of this study indicate that after participating

> in the summer developmental program offered at Spartanburg Junior College, those students whom the Admissions Committee had judged incapable of academic achievement at the junior college level without developmental help were able to make as much academic progress as did those regularly admitted. Statistical analysis of the program data reveals the developmental students surpassed the regularly admitted students in academic achievement, but not to a statistically significant degree.

These summer programs are not "remedial" even though they do provide for improvement in instructional skills. The scope of these programs is broader, including a student's search for career and educational goals, for an understanding of the nature of college work, and for a sense of "belongingness" to the campus community. A most important factor in the success of these programs is the absence of any stigma being placed on a student who participates in the program. This freedom from stigma contrasts with the situation of frequent embarrassment shown by students enrolled in compensatory courses during the regular college term. Admission to the summer program in these two instances was regarded by students and admissions personnel alike as a privilege. Required enrollment in a noncredit course in the regular term is often regarded, especially by black students, as a "demotion" which will lengthen the time required to reach the goal of graduation.

Special Instructional Programs

Four of the five junior colleges participating in SREB's pilot project have compensatory or remedial programs of some sort. Each of these four institutions has worked hard in developing courses for students who fall below the minimum entry requirements in scores on basic skills. Most of the project coordinators report success in raising student performance levels as a result of the project activities. But interviews with black students who took part in these programs indicate that many of them are unhappy with the programs because they dislike 1) the method of placing students in the program

on the basis of test scores; 2) the criteria for successful completion of the program; 3) the lack of credit being granted for the course; 4) an inconsistency of standards which some students feel exists between regular and remedial courses (some students, for example, pass regular courses but fail the remedial course); and 5) the social stigma which some students feel is attached to the remedial courses.

Many other junior colleges report similar problems which black students voice regarding remedial programs. The fundamental question in a junior college offering remedial courses is not whether the training is necessary or whether the remedial course content is adequate to the black student's needs. The issue centers rather on the structure of the course--on its status in terms of associate degree or graduation progress, its negative impact on black students and its implication of their inferiority, and its apparent irrelevance in the minds of many black students. Often only an unusual remedial program teacher is able to overcome these attitudes and to arouse black student enthusiasm, but instances of this are rare.

It would seem that methods other than the traditional remedial or compensatory courses must be found to close the gap in educational experience for black students. One approach might be to eliminate the present system of academic bookkeeping, that is, the equating of time spent and credits earned with eligibility for graduation. Instead, progress toward graduation would be equated with successful completion of performance standards. The junior college will have more difficulty than the senior college in undertaking such innovations for many of its students plan to transfer to senior colleges and universities. Most four-year institutions assign transfer credit on the basis of credit hours rather than on successful completion of performance standards.

Another approach is the inclusion of compensatory work in regular

credit courses by adding "learning laboratories," independent study, and programmed learning to on-going programs and courses. This method of providing compensatory education holds promise in theory, but in practice it requires extensive procedural changes and curricular modification.

A third approach is the establishment of broad "basic studies" courses which combine interdisciplinary subject matter of a substantive nature with experiences designed to develop the student in the skills in which he is deficient. For black students these courses have included, among other approaches, the search for black identity in the context of a pluralistic society.

Lee Junior College is suggesting an interdisciplinary course in the social sciences for students with low achievement records. The course is described as follows:

> The Social Science Division has proposed teaching history with a broad humanities approach to students with low achievement records. We propose sections of 15 to permit participation by each student each day. We feel that one of the major causes of student failure is their inability to understand the language of textbooks. Verbalization, or the opportunity for students to discuss course materials, has always been understood to be a key to effective learning.
>
> A broad humanities approach would extend the traditional study of history to include art, music, literature, or in other words be inclusive of the complete cultural heritage. We feel that the student is interested in finding his place and relating it to this heritage. We also feel that the student is interested in tracing the cultural heritage of his own ancestors.

Harford Junior College has a plan for building readiness programs into basic college studies. In the Harford plan, recognition is paid to the importance of training the faculty to carry out the program. The Harford program is described as including the following three phases:

Phase I - Sensitizing the faculty to the needs for special programs for the disadvantaged learner. Two components of this phase included reports by individual Harford Junior College faculty members who visited other institutions and a one-day workshop with a consultant.

Phase II - Preparing nine selected faculty members to design learning programs including behavioral objectives, related materials, and evaluation format for one course. (Faculty and media staff work together during the first five-week summer session to develop effective presentation of course content through media.)

Phase III - Having newly skilled faculty members organize and present a non-credit course to other faculty members during the fall. The course was entitled "Instructional Systems: A Behavioral Approach."

St. Petersburg Junior College has developed a comprehensive course which combines substantive content and skills development. It is called Total Opportunity Program for Students (TOPS), and it includes a thorough research study to evaluate the impact of the course by using objective measures and interviews. Program results will be available at a later date. The following describes the objectives of the course.

> TOPS attempted to provide changes in the school environment setting and in the relationship of the individual to this environment which would result in changes in the level of motivation, cognitive style, value system, and concepts of self. This study was based upon the hypothesis that desirable changes in the behavior of the "high risk" or "disadvantaged" student can be initiated in a junior college which provides a "powerful environment" and where the student has opportunity to accomplish the following:
>
> 1. learn about himself and his environment,
> 2. learn how to develop a new self and create a new environment,
> 3. acquire the skills, techniques and understandings necessary to achieve a new status,
> 4. experience satisfaction and success as he moves toward new goals.
>
> The curriculum provided in TOPS was based upon the basic needs of the "disadvantaged" or "high risk" students at the community junior college. These needs are as follows:
>
> 1. the need to acquire positive feelings of worth,
> 2. the need to develop a hierarchy of values compatible with those of the general society, and
> 3. the need to develop conceptual, manipulative, and social skills necessary for the fulfillment of their goals.

The administration and faculty of Broward Junior College spent

many months in developing a program called Student Program to Achieve New Spheres (SPANS). The plan was adopted in the spring of 1970 and will be put into effect in September. The following material summarizes the purposes and procedures of the program.

> Broward Junior College recognizes the waste of human potential in those who are educationally and culturally disadvantaged. It believes that individuals must make worthwhile contributions to achieve human dignity. It recognizes that as a community junior college its role is to serve all people, including the disadvantaged. It believes that all society will benefit if the socially and economically incomplete are made whole. Consequently, it proposes to develop its SPANS program.
>
> SPANS is to be centered around the following problems which afflict the disadvantaged:
>
> A. A lack of sense of personal dignity and individual worth, which is essential to overcome in order to achieve in society.
>
> B. Inadequate concepts of self where more positive self-concepts are needed.
>
> C. The lack of a sense of personal values compatible with society.
>
> D. Inadequate skills, particularly in written and oral communication, in computation, and in human relations.
>
> E. A lack of ability to capitalize on career opportunities resulting from low self-evaluations and career aspirations.

Methodology

> Idealistic in concept, but action-oriented in application, Broward Junior College has already begun investigations essential to the success of the SPANS project. It has identified target areas of high unemployment concentrations throughout Broward County. It has enlisted the pre-planning cooperation of various service organizations within the communities: the Economic Opportunity Coordinating Group and its agencies such as Job Corps, Vista, Neighborhood Youth Corps, Foster Grandparents Program, and Migrant Compensatory Education Program. Other organizations with which the junior college is working are the Community Service Agency for Seminole Indians and the Community Action Migrant Program. Also assisting the College in its study are such groups as Broward County's local program MOVE (Motivation Occupational Vocational Education) and local welfare agencies, as well as the Community Action Fund.
>
> In founding the SPANS six-member advisory committee, Broward has marshalled the expertise of so of the most experienced agency administrators in the county. Their enthusiastic response in laying the groundwork for the SPANS program has provided invaluable assistance and data for working with the people of their communities.

Realizing, of course, that the success of the program depends upon the cooperation of other institutions of learning, as well as with community agencies, the college advocates that the SPANS director, counselors, and instructors work in conjunction with those in Broward County Public Schools, in vocational-technical programs already available at Florida Atlantic University, and in Broward Junior College's own regular institutional programs.

Purposes and Objectives of SPANS

A. To create a sense of personal dignity and worth in every student enrolled in the program,

B. To assist the student in building a realistic self-concept,

C. To aid them in developing a sense of values for use in a competitive society,

D. To enable the student to acquire skills in written and oral communications, in computation, in physical activities, and in human relations,

E. To aid the student in making a realistic self-evaluation relative to career opportunities.

Tarrant County Junior College has used a team teaching method to develop a Basic Studies Program which covers five broad areas of subject matter. College administrators carefully evaluated the program, and the college describes it in the following way:

> The Basic Studies Program is an attempt to provide marginal students with a new approach to education giving them an opportunity to break with their past tradition of unsuccessful educational experiences.
>
> The program operates in an integrated teaching approach in which a team of five instructors accept the responsibility for providing a sound general education for approximately 170 students. This is the only assignment that these faculty members have.
>
> The students are placed in small groups which move from class to class as a unit. This approach has been found to be most valuable in that students form an "in-group" relationship with each other which has resulted in a low drop-out rate for this group.
>
> The curriculum is designed to cover five broad areas of study: communications, (including reading, writing and speaking); social science, (including psychology, sociology, and anthropology); humanities, (including art, music, literature, drama, and philosophy); natural science, (a lab science course including physical and biological sciences); career planning, (a special course taught by a counselor which includes testing, realistic self-assessment, and vocational redirection).
>
> Detailed research has accompanied the development of this program. Results are encouraging in that many of these students who would have been excluded from most colleges are finding success in the program.

The goal of the program faculty is not to assist the students in obtaining a B.A. degree. Rather, it is to assist them in moving closer to achieving their potential. In most cases, this means occupational training and general education. In the few cases where a student is eligible to move into the University Parallel Program, agreements have been obtained from neighboring colleges and universities to count from 28 to 34 of the 34 semester hours in the program toward a four-year degree. The program, while lasting a full year (two semesters), does not impede a student capable of obtaining this degree in four years if he is willing to take some hours in the summer.

In the opinion of administrators at Tarrant Junior College, the Basic Studies Program is very successful. A great amount of continuing effort is being made to improve it as it begins its fourth year of operation.

Miami-Dade Junior College has also utilized existing curricular programs to meet specific needs of disadvantaged students.

Black students at Miami-Dade can profit from every phase of the college program, such as North's fine list of job-training programs, South's Reading and Writing Clinic, and a flexible curriculum designed to meet the needs of students ranging from the slow to the gifted.

One problem of every community college worthy of its name is that the retention rate for poorly trained students is very low. In the past three years North Campus may have begun to score a breakthrough with its community college courses.

In this North Campus program, a new compensatory educational program takes a different approach to remediation of the disadvantaged. The students enroll in credit courses--but courses designed to meet the needs of the disadvantaged. The behavioral objectives of the community college courses in English, social science, and natural science are the same as the objectives for the standard college-level courses and have the same designations. Thus they are not watered-down preparatory courses. The remediation takes place through additional hours in classrooms and laboratories, through individualized instruction and tutoring, through additional diagnostic testing, and through the assigning of each group of students to a team consisting of a reading specialist, a counselor, and teachers of English, social science, and natural science.

Careful research is being conducted to determine whether or not the novel approach used in Community College Studies does, in fact, improve the disadvantaged students' chances of success and does reduce the attrition rate among such students. Preliminary results indicate that the attrition rate for these students is somewhat lower than for students in other remedial programs. Furthermore, the concentrated counseling approach has resulted in a chance of the aspirational level of two-thirds of these students. New educational and career choices show a much higher than normal degree of realism.

Miami-Dade is continually trying new things to make the black student feel at home, to increase his sense of value as a person, and to solve his problems and ease his frustrations. The North Campus's Black Culture Week is worthy of emulation. An outgrowth of this program is a Black Contribution Workshop for the purpose of training teachers who will be handling the black culture

segments of the general education courses.

> The first workshop was held at North Campus last spring. The six-week institute was designed to provide information to teachers and administrators on the black contribution to American culture and to influence changes in attitude. It was a mixed group--teachers, students, and administrators, black and white. Outside specialists came in as consultants. The institute began with sensitivity sessions conducted by North Campus counselors and continued with lectures, discussion, and trips to the central city.

In addition to instructional programs designed to assist disadvantaged and minority students in improving their background for succeeding in academic work, a number of junior colleges have also developed curricular offerings to relate to new career opportunities These courses will serve all students who express an interest in them. They have not been established exclusively for any one group--or for disadvantaged students. Many junior colleges are making a deliberate effort to adapt curricular offerings to the realities of opportunity which actually exist and are of particular significance to black students.

Brevard Junior College (Florida) reports a plan to develop a program in marketing for socioeconomically deprived students.

> While working with the Small Business Administration on an Industrial Symposium in October, 1969, we at Brevard proposed a plan to recruit and train the socioeconomically deprived students in the marketing and business fields. The businessmen in Brevard County have stated during conferences such as these that black students did not seem to be trained beyond high school and evidenced little if any job proficiency.
>
> It is believed from talking with the Community Action Agency personnel that there are young people in Brevard County who would like to extend their education in the field of marketing and distribution but have been hindered because of lack of ability to take advantage of educational opportunities. We shall attempt to seek out these deprived citizens and place them in retail, wholesale, or service establishments for on-the-job training in conjunction with the marketing program.
>
> In the event that it becomes necessary, we shall grant them tuition waivers for their educational training. If the businessmen in this area find it difficult to employ them because of budget, the college will work with the Small Business Administration to see that the students receive the minimum wage.

Jefferson State Junior College conducts an in-service program for minority groups engaged in small business. Through the junior

college's experience with this offering, it would be possible to evolve curricula centered on preparing regular main campus students for careers in small business enterprises.

> The Division of Business, in conjunction with the Small Business Administration of Birmingham, conducts an all-year pattern of in-service education courses for minority group members of greater Birmingham-Jefferson County. These in-service education experiences are concerned with management of small businesses, taxes, and reporting and general procedures in business practice. In order to make these courses available and more accessible to the small entrepreneur, all course work is offered in a downtown facility. The participants in these courses are black students and mature adults who are presently operating a variety of small businesses and feel a need for more basic general business information. This community service provides an excellent channel of communication between the junior college and the black community. Responses from the black community concerning the worth and impact of this service have been gratifying to the junior college.

Jefferson State has established a Division of Urban Studies structured to be of particular value to black students who may be interested in careers in urban affairs.

> In September 1969, Jefferson State Junior College established the Division of Urban Studies and employed a black educator to serve as the director. The major concerns of the Division of Urban Studies are:
>
> 1. To design a two-year curricular program in urban studies and regional technical planning with a view toward intensive emphasis and enlarged technical and social services for the urban areas in such career opportunity areas as:
>
>   a) Social Welfare Administration, including social case work, institutional development program assistant, and public service administration,
>
>   b) Community Service Work, including agency, institutional, and recreation aides.
>
> 2. To offer summer and academic year compensatory education for inner-city black and disadvantaged youths in an assimilating contextual environment. This program is designed to greatly expand the career opportunities of the disadvantaged, of the low-income, and of those students with limited career aspirations.
>
> 3. To offer an Associate of Arts Degree in multiethnic studies with a major goal being the promulgation of the history of all Americans and the enrichment of the self-concept of black people in the western world. An interdisciplinary

approach will be utilized.

As an important component of the guidance-counseling services, one of the professional counselors conducted a formalized Tutorial Services Program. This program was operated as an adjunct to the College Work-Study Program and was supported by funds from that source. Academically achieving students in specific disciplines assist underachieving students with their academic studies on a scheduled programmed basis. Academically achieving students receive the regular hourly College Work-Study Program wages for their tutoring services. Underachieving and probationary students derive multiple "helps" and "benefits" from this academic assistance exposure. Each tutor is recommended to serve in that capacity by the faculty of the discipline in which the student is going to offer tutorial assistance.

Lenoir Community College has an experimental program in manpower development which provides a service to black members of the community. Although this program is not a part of the curriculum leading to graduation, it seems an appropriate offering for a community college. In addition to serving the individuals who are enrolled, the program is aimed at convincing members of the black community of the community college's interest in their needs and at having an effect upon the content of regular credit offerings.

Manpower Development Program

In the current year, the Manpower Development Program has served 100 students in groups of 12 to 15 during eight-week cycles. To be eligible for admission to the program, the candidate must be unemployed or underemployed, cannot be a high school graduate (those in our program have placed between grades four and eight on the ABLE test), and must be classified as disadvantaged according to the Department of Labor criteria.

The objective of the eight-week program is to provide the enrollees with basic adult education and with development of their human resources, that is, with prevocational training which is job oriented. The adult basic education portion is aimed at enabling the enrollee to pass entry level tests in local industry. The human resources development is aimed at motivating a student so that once he is on the job he will be able to remain employed. A type of low key sensitivity training using Encountertapes, consumer education using tapes developed by the Job Corps, and many other media form the core of the human resources development program. While the students are occupied in this training, a project director, a recruiter, and a job developer are busy making contacts with men in industry to find job opportunities for project students and are looking while also recruiting students for the next cycle.

While enrolled in the program, students receive a stipend of $30 a week, plus $5 for each dependent up to a maximum of

six. A small transportation allowance is also made available. The source of these funds is the Employment Security Commission and a special Manpower Development Training Act grant. None of the 15 enrollees now in the program has a car or access to private transportation. With no city bus service available to project students, the project director contracted with a local taxi driver to provide transportation for the students each day.

The first cycle ended on March 6. In this group were eight males and four females, nine Negro and three white. Six of them were under 20, four in the 21 to 30 age group, and one was 49 years old. No project student was employed on March 6. Today 10 of the 12 have what, in our area, are considered good, steady jobs. The two others accepted jobs at a bakery working nights. Both became dissatisfied with the night work and quit. In eight weeks, these ten became part of the employed, tax-paying public. We expect that subsequent cycles will produce the same results.

A plan for a Teacher Aide Program is being developed by Hillsborough Junior College. It is designed to interest persons from low income groups to enter careers in education. Junior colleges have an unusual opportunity to train teacher aides who can provide effective services to schools enrolling substantial numbers of disadvantaged students. The training plan may be so structured that teacher aides who finish the program and want to move to a higher level of development in the teaching profession may do so. The structure of the Hillsborough program was based on a research study in which the college leadership worked with the Hillsborough County Public School system, the Special Education Office of the University of South Florida, the Model Cities educational program component, and representatives from other lay and professional groups. The following outlines some of the major elements of the plan:

Teacher Aide Program

The results of the survey produced the following basic recommendations:

1. Participants:

   a. That the participants be recruited from the ranks of those having the ability and desire to succeed in the training program.

   b. That the participants be residents of the area served by the program.

c. That the participants be from the minority ethnic groups served by the program.

d. That qualified participants be motivated to pursue further education leading to a degree in teaching.

e. That a job description be developed for the aides with clearly defined responsibilities and duties.

f. That the teacher aide be informed of the organizational structure of the school system and the local school where aide would be employed.

g. That guidelines be established for certification of aides and submitted to the State Department of Education.

2. Career Ladder: that a career ladder be developed which would permit the participant to make progress in two directions.

   a. Horizontally, based upon the participant's choice of special training in specific areas after completion of a required basic minimum.

   b. Vertically, requiring successful completion of a prescribed number of courses and other criteria which include both experience and academic training necessary to qualify for the next level. There should be a salary increase for each vertical move on the ladder.

3. Instructional Program:

   a. That every effort should be made to insure that the participants will be successful, especially during the initial phase of their college work. This may include "sheltered courses".

   b. That the educational program provide the opportunity for qualified participants to attain full professional certification.

   c. That Hillsborough Junior College, with the cooperation of the University of South Florida, structure an instructional program that would lead to an Associate of Arts Degree for all who successfully complete course work leading to the degree.

   d. That the instructional program be designed to make certain that upon successful completion of the course the teacher aide would be able to perform the basic functions identified and itemized by the research study group.

   e. That the University of South Florida accept successful graduates of the program into its upper division programs for teacher training.

Curricular programs have been introduced or modified to assist

black students in their search for identity. Three of the programs previously described--the Gulf Coast Summer Institute, the St. Petersburg TOPS program, and Broward's SPANS curriculum--have dimensions designed expressly for this purpose. In addition, junior colleges have introduced such courses as Black American Family Life, Negro American History, Ethnic Studies Seminar, and Black Anthropology, which at Tarrant County Junior College was placed in the Learning Resources Center. Spartanburg Junior College offers experimental classes in psychology and modern civilization in cooperation with the Study Skills Clinic.

Counseling and Tutorial Services

The recruiting and admission of increased numbers of black students should be accompanied by expanded counseling and tutorial services. Information secured from junior colleges in the region during the past two years indicates that there was more interest in the development of instructional programs appropriate for these students than there was in the expansion and modification of supportive counseling and tutorial services. Yet lack of supportive resources may ultimately have more to do with the continuance of a high student drop-out rate than does the presence of instructional programs with reducing the drop-out rate. The study of black student attitudes showed that black students participating in the five-campus pilot programs in general felt that the instructional program was satisfactory but that the program did little to improve their campus life. Project coordinators and other staff members who have worked closely with the SREB junior college program are convinced that the counseling functions of most junior colleges must be redirected to meet the needs of black students.

The University of South Florida has initiated an unusual plan for counseling and assisting culturally disadvantaged students. Although this institution is not a junior college, the features of the plan are

readily adaptable to the junior or community college. Dr. Margaret B. Fisher, Dean of Women of the University, has provided this description of the program:

> Specialized advising is arranged for disadvantaged students in a relatively simple procedure. On admission, participants are identified and are assigned to an advisor. The criteria employed roughly follow those used by the U. S. Office of Education Division of Student Special Services to identify disadvantaged students: low income, migrant background, receiving welfare or vocational rehabilitation benefits, inner-city public housing or model cities' residents, or black students. The admissions office identifies potential participants, and the Coordinator of Advising selects from a list of volunteers a faculty member who is assigned to the student. The advisor initiates the relationship with the student by letter, telephone, or personal visit. He assists the student in completing the admissions process, in applying for financial aid, in planning his academic program, and in referring him for specialized services to improve skills in reading, tutoring, speech and hearing, counseling, and "cutting red tape."
>
> Assignment to special advisors is made on a one-to-one basis as far as possible, and an outside limit of three or four students per advisor is observed quite strictly. Some advisors are interested in trying out a small primary group relationship involving three or four culturally disadvantaged students. Other advisors are using student study partners or student participants outside the culturally disadvantaged group. But all of the faculty members and the assisting students assigned to this service are volunteers who have indicated their interest in work with culturally disadvantaged students.
>
> The faculty and student volunteers must manifest interest in learning about the problems of black students and other culturally disadvantaged students; must demonstrate some ability to communicate with students from socioeconomic groups different from their own; and will be thoroughly trained in methods of teaching students to use the administrative systems of the university to fit their own interests. In effect, the advisors are specially trained in manipulation of institutional processes by black students and by other culturally disadvantaged students. They are informed of the special needs of these students, the habits and temperamental patterns which interfere with effective operation within the university, and they are trained in referral to the several special units which provide needed professional services.
>
> All of the advisors are trained with the regular academic advisors for the lower division in the program planning, registration, and referral procedures needed for the job. In addition, they get special briefing on how to initiate interviews and how to refer students for services on personal problems of various types. These problems include speech and hearing, reading, subject matter improvement, tutoring, clinical counseling on personal problems--all served in the Counseling Center for Human Development, the Health Center, the Student Personnel Service and other specialized kinds of counseling and assistance. The

advisor is also alerted to student deadlines for adding and dropping courses, applying for financial aid, and other administrative procedures.

We do not have an office designated to serve culturally disadvantaged students. The Coordinator of Advising handles the special service program along with the responsibility for lower-division advising. Advising assignments continue until the student has been accepted by an upper division college and is assigned a special advisor in the major field. During the freshman and sophomore years, faculty volunteers represent one source of assistance to students with problems. The advisor does not wait for the student to come but initiates an advising interview at points where he knows the student needs to take some action. The Student Affairs Office supplies supportive services to back up the advising process, and the Office of the Dean of Women follows the progress of the students on a term-by-term basis for purposes of institutional research. Advisors have substantial responsibility for recommending action on academic warning status, waiver of financial aid criteria, waiver of admissions criteria, and decisions about whether the student should leave college or continue in school. These recommendations are made through the Office of the Dean of Men or the Dean of Women, and the responsible faculty-student committees rely very heavily on the discretion and recommendation of advisors in making administrative decisions about culturally disadvantaged students.

The presence and availability of competent black counselors as members of the student personnel staff is, of course, a matter of the utmost importance. Jefferson State College reports:

> In the Division of Guidance and Student Personnel Services, a highly qualified and professionally competent black counselor has been assigned the major respons bility for counseling probationary students. This counselor has a high degree of empathy which is essential to establishing rapport and providing "therapeutic" services for probationary students. An excellent contribution is made to the areas of self-identity, general academic development, and sociocultural rehabilitation of these learners.

In addition to a professional staff person, a college may expand its counseling resources by utilizing the talents of black faculty members who are interested and able to work with probationers. In such cases, the faculty member should have some released time from instructional duties to enable him to meet with students. In some institutions, this released time may produce budgetary problems and procedures. If so, steps should be taken to have such procedures changed.

The relations between all faculty and their black students may be improved through a sensitivity training program. In one institution the community's Urban League cooperated with the college in establishing such a program. "Faculty members participated on a voluntary basis and the response from the faculty was excellent."

It is sometimes thought that residential colleges require larger counseling resources than commuter colleges. Perhaps this is true in terms of the total student body, but for students with handicaps which are related to the environmental situations in the neighborhoods from which they come--and to which they return after class--the importance of broadly conceived advisory and guidance programs cannot be overemphasized. St. Petersburg Junior College initiated an "Outreach Center" program in 1969 and is now seeking to expand it. This project contains many features of basic importance to a discussion of resources for black students. Thus the college's description of the project is presented in full.

> In spite of the success of other programs, St. Petersburg Junior College recognized that still not all students--especially the educationally, culturally, and economically deprived--were being provided for. Evidence indicated that we had been particularly unsuccessful in terms of serving the disadvantaged, low income student. Our experience indicated that these students did not come for counseling or for discussion with instructors, either voluntarily or when specifically requested. Information gained from these students indicated that their reluctance to cooperate is related to their suspicions concerning meeting places--considered disadvantageous by most deprived students.
>
> Resulting from insights gained from our previous efforts at providing special services for disadvantaged students, we decided to establish "Outreach Centers" as an innovative means of approaching our problem. Thus, in August, 1969, the junior college established the Office of Student Community Services as another approach in meeting the special needs of the disadvantaged. There were no budget funds as such. The president, however, appointed a director who was already a member of the college staff and provided him with $5,000 as a tentative sum for operating the program through the academic year. To date, expenditures have far exceeded the original $5,000 allocation.
>
> The term "Outreach Center," as developed at St. Petersburg Junior College this year, designates an off-campus center designed as a meeting place for disadvantaged students who have academic potential and are enrolled or accepted for

enrollment at the junior college. The term also suggests a place where students can receive tutorial and other special services in a familiar atmosphere within their own community.

These centers are located at strategic points in low income areas throughout the junior college district. They are an integral part of and are supported by the junior college. They perform a support function to the students' college program by providing needed counseling, tutoring, and other special services. In short, what we are doing is taking the special and supportive services to the student in his own community rather than limiting these services to the campus. By focusing attention on this problem at the Outreach Centers, it is our intent for students to avail themselves of these tutoring and counseling services.

The centers are staffed by combined services of students and faculty from the junior college, with as many of the staff as possible living in the Outreach community. The scheduled time of operation for each center is published. It is understood, however, by the center that the personnel have the flexibility to reschedule and to restructure Center activities as the needs of the immediate community might dictate.

Students working in the Outreach program will be employed to reflect the social and racial composition of the community. When the center is located in the black community, for example, black students will play a major role in its operation. White students in a white community will do likewise.

The Outreach Center in Jordan Park serves as the base from which the functions of all other centers within the district are coordinated. Tutoring services to elementary, secondary, and junior college students are offered; residents of the immediate community are provided with information regarding postsecondary education; individuals are given assistance in completing applications for admission to college as well as in preparing applications for financial aid and in preparing parents' confidential statements as part of the financial aid application. Typewriters are available so that students may come and type term papers, letters, and forms.

The response from the junior college faculty toward the Outreach Center approach has been one of gradual but encouraging acknowledgement. Increased support by faculty has been reflected in the increased numbers of enrolled students needing academic support who have been referred to the centers for assistance. The director has been invited to appear before faculty groups, namely, the Departments of Social Science, English, Humanities and Mathematics to explain the Outreach program. The department chairman of the mathematics department on the St. Petersburg campus has volunteered his services at a center one night a week. One instructor in the English Department has contributed books, and another has invited students to participate in an advisory capacity for the selection of test materials to be used by the department.

At one of the centers 118 persons have been assisted, directly or indirectly, with the completion of materials pertaining to selection or admission to a postsecondary institution. During the the Christmas vacation period, 23 students were assisted in finding part-time work for the holidays.

Sixty-eight tutors are actively participating in the program. These include both paid student assistants and volunteers. Fifty of these student tutors are at the St. Petersburg centers and 18 are at the Clearwater centers.

A total of 65 junior college students have received tutoring to date through this program, 42 enrolled at the St. Petersburg campus and 23 at the Clearwater campus.

One hundred ninety-one elementary and secondary students have received tutorial service through the current Outreach Center program. Of these, 46 have been from St. Petersburg, 75 from Ridgeview-Ridgecrest, and 15 from Clearwater. All tutoring is done in the student's own community near his place of residence.

In this initial experimental year, it was agreed that the Outreach Centers would recruit student leaders from the St. Petersburg Junior College student population who live in the black community. These student leaders would work with center students in their home community. The director contacted department chairmen, requesting that desirable student leaders be released from their work-study assignments and reassigned to work in the Office of Student Community Services, and that work-study or student assistantship funds be transferred to this program from the various departments. Much cooperation was shown by department personnel in this manner.

Jefferson State College has found that the Afro-American Association adds to the institution's guidance services in an indirect but effective manner.

The Afro-American Association is a legitimate, recognized social organization. The central purpose of this organization is to assist black students with their social, academic, and cultural adjustments on the campus. During the 1969-70 academic year, a white faculty member of the association's choosing served capably as the faculty advisor. He is an Instructor of Psychology and relates to blacks and whites in an effective manner. Through the efforts of the association, interpersonal contacts, dialogue, and discussion of common student problems have been implemented. Sharing of feelings and attitudes and identification of new approaches to problems, common to students, have been significant results of the program.

Retention of greater numbers of black students in the junior college will be possible if the institution establishes an effective system of follow-up services. From the time the student enters the junior college, he should know that his growth toward his goal will not terminate when he leaves the college. A follow-up program which is highly visible and relevant to black students will do much to help the student progress toward his goal. The Jefferson State program illustrates the essential ingredients of a follow-up program:

The counselors of the junior college assume the major responsibility for designing and implementing realistic follow-up services. The following kinds of services are rendered:

1. Through planned visits by admission officers and counselors at black and white senior colleges, assistance is given to junior college students concerned with gaining admittance to senior colleges. The black institutions, including Alabama State University, Alabama Agricultural and Mechanical University, Tuskegee Institute, Stillman College, and Miles College have expressed interest in the graduates of Jefferson State. Counselors and professional staff members at the junior college are constantly encouraging, advising, and endeavoring to motivate black students to pursue curricula which will lead to successful completion of the baccalaureate degree.

2. Constant contacts are maintained with industry, hospitals, public agencies and private sources in order to secure job opportunities for students--while they are enrolled as students and after graduation from the junior college. One of the professional counselors devotes a major portion of his time to job placement, locating openings, preparing recommendations, and following through. This service is of great significance to the students and is performed without charge.

3. Black students receive many opportunities for scholarships--both in black and white institutions. The counselors, physical education coaches, and black professional staff members provide assistance to black students in this regard. In the areas of scholarship assistance, student financial aid, and follow-up, black students receive adequate support, guidance, and direction lines.

At the present time, the Alumni Association is being formed. Black students will be involved in the formulation of the association. The Alumni Association will be a major channel through which effective follow-up services will be provided.

The role of the ombudsman on the campus has received considerable attention in recent years. While an ombudsman on a junior college campus would not be appointed to serve only black students, his work might be quite effective in reducing the number of junior college drop-outs and in bringing about changes which black students want made.

Miami-Dade Junior College had an ombudsman for several months until he left the college to continue his graduate work at Atlanta University. Nathaniel Billingsley is black. He is aware of the situations which black students encounter on a junior college campus. He believes, however, that an effective ombudsman can communicate with all students. He saw his responsibility as being to all students on the campus--white as well as black. A part of his final report provides

insights into the nature of his position of ombudsman at Miami-Dade and of the contributions which Mr. Billingsley feels an ombudsman can provide to the junior college. (See Appendix for an interview with Mr. Billingsley conducted by Mrs. Mary Kay Murphy of the SREB staff.)

Job Description for the Student Ombudsman Position

Generally speaking, the duty of a student ombudsman is to keep human relations pleasant between students and faculty, students and administration, and students and the institution. The ombudsman discharges his duty chiefly by always being available to students who need him. He is not merely available in a specific accessible office location at regular intervals; if he is to be maximally helpful, the ombudsman must, on a frequent basis, "get around" the campus where students congregate and let them know he is interested in helping them solve their many problems. In a word, an ombudsman is the students' personal "troubleshooter."

More specifically, the student ombudsman attempts to help as many people as he can solve these kinds of problems:

A. Problems related to successful academic progress at the institution, i.e., completing correctly all the steps for admission, guidance, testing, registration, and graduation.

B. Problems related to successful financing of the students' college attendance, i.e., acquiring student loans, scholarships, or jobs on and off campus.

C. Problems related to the social or extracurricular life of students on campus, i.e., friendly assistance to students interested in selecting clubs to join, and helping students create new meaningful social activities.

D. Other problems of a personal nature which students choose to bring to a friendly authority in order to use him as a sounding board and counselor.

All of these tasks, of course, fall within the province of several agencies within the campus organization. The ombudsman, however, deals with those students who do not understand where to go for help, or with those who need friendly encouragement to take advantage of the student personnel services which already exist.

Progress to Date

During my tour at Miami-Dade Junior College, South Campus, which extended from April, 1969, through January, 1970, the following tasks were successfully completed:

A. Helped students organize and conduct an elaborate light show for the Sweetwater performance in the current campus Lyceum Series.

B. Helped students organize and tape a student TV forum.

C. Helped students organize and set in operation an on-campus radio station.

D. In all, approximately 100 students have been involved in one creative project or another designed to enrich their social or extracurricular life on campus.

E. Helped students organize a student recruitment program through the local high schools.

F. Helped more than 2,000 individual students with problems of all kinds.

G. Helped more than 100 students find jobs either on or off campus.

H. Several hundred individual students have approached their ombudsman during this period seeking help with serious personal problems such as dope addiction, venereal disease, troubled love life, and disturbed home life.

I. Informal small group "gripe" sessions, with specific numbers of students involved, too numerous to mention, have been conducted day in and day out during the course of the academic year. Perhaps the most significant contribution I have made to good human relations on the campus has come out of these communication sessions. The basic aim of these sessions has been to show the students, not just tell them, that our open door institution also has an open heart.

Challenges of the Future

Based upon extensive conversations with members of the student body at Miami-Dade, South, I would respectfully suggest that the following ideas--needs, issues, problems--be given continuing attention in the months immediately ahead. These ideas are not listed below in any order of priority. They are all urgent:

A. Many students start each term without money to buy books. Even for those who are working, there is serious financial hardship because often the earnings of working students do not yield them wages until several weeks in the term have elapsed. Without books, a student's academic performance suffers. Many who might otherwise have been successful graduates fail and fall by the wayside, eventually dropping out of junior college.

B. Advisement personnel are not knowledgeable about black institutions of higher education; consequently, they are not much assistance to black students on matters of articulation and transfer to black senior institutions.

C. Almost all of the academic support agencies of the campus need to be better publicized and advertised concerning their function and location. Too many students constantly ask for help and direction in finding and utilizing these supporting services.

D. More attention should be given to student group "gripe" sessions of an informal nature. These sessions should complement the more formal and regularly scheduled Dean's Breakfasts.

E. Students should be given vastly broader opportunities to get "hands on" use of the splendid audio-visual equipment in the junior college.

F. A much broader base of student participation in the formulation and implementation of the student activities program is necessary if widespread student esprit is to be maintained.

G. Ways must be found to help student government communicate with the student body it is elected to serve. The common campus joke is, "We see student government people only when they need our vote. We never hear from them after that!"

H. The program of social life on the campus should be continuously in operation seven days a week. Weekend activities are desperately needed by the many international and out-of-state students. But many students who are long time residents of South Dade County also complain about the serious lack of recreational facilities for them in the area.

Summary

Special services should be made available to black students between the time of application and actual entrance into class work. These services will reduce the number who may drop out during this period and will provide advance orientation and preparation for those who may profit from such programs. Junior colleges have experimented with two types of programs: precounseling and summer institutes. The precounseling may cover a wide variety of contacts, including assistance in filling out application forms for financial aid, educational counseling, and discussion of career goals. The institutes have provided on-campus experiences of orientation, the development of self-concepts, and compensatory learning.

The admission of culturally disadvantaged students calls for adaptations in curricular offerings to meet student needs. A variety of programs now exists in compensatory learning, remedial work in skill subjects, and guided studies. While the educational content of these programs has been helpful, students have been critical of the

implications of being required to take these classes. These attitudes relate to the lack of credit toward graduation which applies to many of these courses, to the negative implications of student inferiority, and in some instances to the large proportion of students in these programs who are black. The drop-out rate of students in these classes is often high. It is evident that compensatory learning experiences should be provided in a different type of setting from that presently offered.

A number of junior colleges are including compensatory experiences in basic studies courses which carry credit and which are often interdisciplinary in subject approach and content. Their content may be supplemented by learning laboratories and tutorial services. These courses should be supported by the research necessary to determine their impact upon black students enrolling in them.

An increase in the number of black students in a junior college should be accompanied by a study of career opportunities and manpower needs and by the addition of new instructional programs to prepare students for these opportunities. Special attention may also be given to urgent societal needs in such areas as teacher-aides and the allied health careers.

The junior college drop-out rate may be reduced by expansion and innovations in the area of special student counseling services. These services are very important for commuting students who continue to live in home and community situations which are extremely limited in the supportive experiences they provide. Counseling services which help a commuting student mature in his career goal and assist him in developing effective study procedures are especially to be established. Techniques which have been effective include the employment of black counselors, the use of students and faculty in counseling and tutorial programs, and off-campus centers in neighborhoods which provide study facilities and for tutorial assistance.

STATE PLANNING

The expansion of opportunity for black students in post-high school education is the responsibility of all types of institutional structures: junior colleges, senior colleges and universities, graduate and professional schools, and vocational-technical institutes. The responsibility cannot be fulfilled without cooperation among the leaders of these segments of higher education. Progress in expanding opportunity at the present time is largely the result of efforts by individual institutions. There is little state planning for the utilization of all forms of post-high school education for black students which includes all types of institutional resources.

For the junior college, the problem of coordination is a critical one. Its main source of students is the public school system in its district. At the same time a substantial number of its graduates will later continue their education in colleges and universities in the state. Junior college leaders have to make plans for meeting needs of black students on the basis of what they have experienced in the public schools. The planning has also to recognize the circumstances which the black students will encounter when they move to senior colleges in the state. Some form of coordinated statewide planning is perhaps more critical for the junior college than for any other type of institution in the state program in higher education.

Coordination Between Junior Colleges and Vocational-Technical Institutes

Since junior colleges and vocational-technical institutes are usually under different administrative units at the state level, procedures for joint program planning need to be established to achieve a coordination which will benefit students enrolled in the respective institutions. While this type of cooperation will help all students,

the benefits to black students are of particular significance. Many of these students have not had the experiences which would enable them to develop career goals and to identify aspiration patterns of sufficient depth so that they are able to plan their post-high school education on a realistic basis. One student may have under-aspired, another over-aspired. He may have known little about the nature of career opportunities and the training required to qualify for them. There are three areas in which cooperation would be of distinct value to black students. They are curriculum planning, transferring from one type of institution to the other, and cooperative counseling.

Program planning of course offerings is important not merely to avoid needless duplication but to provide for levels of instruction in specific technical fields. Most careers may now be defined within the context of a "ladder" concept. There are varying levels of performance skills. A student in the technical institute may find that he has the potential for training at a higher skills level while another student in a junior college might be better adapted to a training program at the technical institute. In the nursing profession, for example, a nursing aide, a licensed practical nurse, a registered nurse with an associate degree, or college graduate nurse with a bachelor's or master's degree represent different levels of training and responsibility. In the field of computer careers, key-punch operators and programmers represent different training, entry, and responsibility levels. A comprehensive community college and a vocational-technical institute in the same general locality have many opportunities to plan curricular offerings in such a manner that the community is efficiently served and that students may find the level of training best suited to their aspirations and needs.

Curriculum coordination needs the support of administrative procedures which make transfer from one type of institution to the other

as simple as possible. Procedures which are based primarily on technicalities will not meet human needs as well as will procedures based on evidence of performance. Coordination will most likely involve a restudying of requirements for transfer of credit and an exploration of valid ways of evaluating performance and predicting potential performance. These are indeed complex problems, but they are not insurmountable. State leadership in initiating such studies and in developing a frame of reference on which policies for transfer of students could be based would seem to be of the utmost importance, particularly if the state's resources are to be of maximum value to young people from disadvantaged environments.

If curricular programs are to be cooperatively planned and if transfer opportunities are to be facilitated, a counseling resource which is jointly operated by the junior college and the technical institute will be developed. Administrators sometimes point to budgetary procedures as an obstacle to such a move, since each institution has its own funding resources. But machinery is the servant, not the master, and ways can be found to finance and administer a cooperative counseling service. Progress in this direction may be accelerated through leadership on the part of professional staff people in the state's higher education coordinating board and through the assistance of the state superintendent or commissioner of education.

Articulation with Senior Colleges and Universities

Junior colleges need and should seek the cooperation of the senior institutions in the state in the development of programs to expand educational opportunities for black students. There are at present isolated instances of joint planning by junior and senior institutions in proximity, but an effective statewide program requires state-level planning.

The SREB project has shown clearly that junior colleges need more faculty and staff, both black and white, who are aware of the problems encountered by minority group students. The senior universities are a major resource for filling these personnel requirements. The junior colleges will find a way to communicate their personnel needs to the universities, and they will also work with university leaders in designing training programs which will produce qualified personnel.

Just as the black high school student may be "turned off" in applying for admission to the junior college or in continuing there after he is admitted, so the black junior college graduate may develop the same attitude when he considers attending the senior residential institution. Senior college administrators will need to plan their recruitment and admissions programs in cooperation with junior college staff if more black graduates of the junior colleges are to continue their education. Procedures in senior residential institutions for easing this transition must be developed. The student must know he is wanted at the senior college, and he must be aware of assistance at his disposal when he arrives. The faculty and staff of senior colleges can learn much from those junior college leaders who have already developed effective programs for recruiting and teaching black students.

In many states the traditionally Negro colleges and the public junior colleges are the two types of post-high school institutions enrolling the largest number of black students. It is most important that leaders of these two types of institutions plan together to identify areas of potential cooperation and to develop specific activities of mutual benefit. There is little evidence in most states that this type of planning is presently being done. The traditionally Negro colleges have the capability of serving the junior colleges by training staff, by conducting in-service workshops for junior college faculty and administrators, and by informing junior college students of course

offerings and degree programs to which they might transfer. These colleges can develop career-oriented programs through which junior college graduates can move to a higher stage on the "career ladder." For example, Florida A. and M. University is expanding its work in technology and is offering several majors leading to the Bachelor of Technology degree. Through these offerings a student who was enrolled in a terminal course in junior college but who aspires to a more advanced level in that technical field may continue to a baccalaureate degree. Opportunities such as these deserve promotion and the support of statewide planning to achieve interinstitutional communication and articulation of curricular programs.

For effective results, a continuing program of state-level planning is required rather than a onetime workshop or conference. It is important that black staff and faculty be actively involved in planning and executing joint meetings for this purpose.

A New Position - the Career Associate

Conventional counseling and guidance methods do not generally meet the needs of disadvantaged students and minority group students. A new type of counselor is needed. These students must be reached by people who know how to communicate with them. They must be assisted in defining their aspirations and identifying their career choices. This help must come to them, as few of these students in need will go to an office seeking it. There has been enough experimentation to demonstrate that a new type of occupational counselor, perhaps to be known as "Career Associate," is needed. When the student requires traditional counseling, the career associate would be trained to refer the person to appropriate sources: guidance counselor, testing center, clinical psychologist, or other specialists.

In an area where information about careers must be easily available

and where it must be communicated, the career associate may fill the gap which now exists in counseling resources. A young, carefully selected individual would be given a training program planned by a task force selected from industry, business, senior institutions, community colleges, high schools, elementary schools, and labor. The program, at least at its initial stages, could well be centered in the junior college and the associate degree could be the first qualification required of the career associate. With age and experience, this person might, if he desired, work toward degrees at the baccalaureate or graduate level.

This concept has been discussed by a committee of legislators in one Southern state. Leaders from business and industry in that state endorsed the idea, as did community leaders who were familiar with the problems of students in deprived urban areas. The committee discussed the feasibility of undertaking a state plan for training and employing this new type of career advisor. It was suggested that the career associate serve all institutional levels of education in the community in which he works. A black counselor for one of the state's major city school systems said that career education, especially for minority people, should begin in the third grade. She suggests a series of visits to places in the community where the student sees people of his own race and background succeeding in vocations at a variety of levels. From experiences such as these, the child begins to identify realistic career aspirations. Over a period of years he begins to shape his own career concepts. The career associate would be a resource person who knows the realities of opportunity of the manpower needs and of the educational requirements for different vocations and who knows how to communicate this knowledge to children and adolescents.

In the meantime, statewide conferences and workshops on counseling minority group students may be convened with participants from public

schools, junior and senior colleges, and vocational-technical institutes.

An Example of State Planning

Action by the State of Florida is cited here as an example of a type of statewide planning which may improve higher educational opportunities for blacks.

Created by the Florida legislature, the Select Council on Post-High School Education (SCOPE) was established to develop a "report and recommendations for coordination and furtherance of all types of education beyond high school." This purpose required that SCOPE activities be comprehensive and include the public vocational-technical schools and community junior colleges, the state university system, and independent colleges and universities.

An important aspect of SCOPE planning focused on the identification of barriers which prevent equal access to higher education by disadvantaged black students. The Select Council established a committee of its membership directed to this focus and also contracted with the Institute for Higher Educational Opportunity of SREB to conduct a statewide study of the problems and issues involved. The Select Council devoted several of its meetings to this topic before and after the report on Post Secondary Educational Opportunities and the Negro Student in Florida was completed by the Institute.

Several of the questions for which answers were sought through the study are included here as illustrations of the kinds of information required in order to assess the potential for expanded post-high school opportunities for minority students.

> What post-high school educational opportunities are currently available to Florida blacks in regionally accredited institutions in the state?
>
> How many Florida blacks are taking advantage of these programs?

Where, geographically, and in what specific programs are these students enrolled?

How are these programs realistically related to the manpower needs of the state in light of current and projected population data?

What programs attract the majority of post-high school blacks?

What programs should be expanded or created?

What are the alternative actions realistically available for traditionally black Florida A&M University?

What is the financial picture for potential and present post-high school black students in Florida?

What is the status of counseling services...?

Also of importance in this study was an analysis of the movement toward desegregation in higher education and the attendant implications for statewide planning of higher education.

The report reflected findings on present and potential enrollment of black students, special programs in operation, counseling services available, institutional roles and interinstitutional potentials, the financial need of economically disadvantaged students, and the importance of statewide planning.

Based on the statewide study, the Select Council formulated several related recommendations which were included in its 1970 report to the legislature. Included in Florida Post-High School Education: A Comprehensive Plan for the 70's were:

Recommendation 32. -- The Council recommends that all necessary steps be taken to insure that access to vocational education programs is available to all of Florida's citizens.

Recommendation 33. -- The Council recommends that all post-high school educational resources of the state be incorporated into the task of bringing meaningful educational opportunities within the reach of Florida's disadvantaged students, and that the accomplishment of this task be facilitated by the following considerations:

1) That the community junior colleges and area vocational-technical centers should be the point of emphasis for this approach;

2) That the state universities should actively solicit transfer students from the community junior colleges;

3) That the state universities should develop specialized programs designed to overcome the transfer shock which is common to all transfer students but probably in a greater degree to disadvantaged transfer students;

4) That predominantly black institutions of higher education in Florida, both public and independent, give emphasis in their admission policies to those students for whom removal from local environments is most essential to successful achievement of educational objectives.

Recommendation 34. -- The Council recommends the establishment of an additional compensatory educational program. This new program should be administered by the Florida Student Scholarship and Loan Commission and should provide funds to institutions which develop approved programs of educational services to culturally and educationally disadvantaged students, and financial aid to students participating in approved programs.

The report to the legislature also indicated that improvement of opportunity for Negro youth depends very heavily upon improved and increased resources in counseling. The routine type of guidance services provided in school systems and in institutions of higher learning will not suffice to meet the needs of black students.

A statewide plan must include all types of institutions and all kinds of postsecondary programs. It cannot be prepared on a fragmented basis and yet present a unitary overview of education. Nor can the unitary overview be complete unless appropriate provisions for neglected sectors of the population are included in the total design.

To accomplish the goals cited in its report, SCOPE offered as a prime recommendation the establishment of a State Planning Council for Post-High School Education designed

> to function in an advisory capacity to the Commissioner of Education for purposes of comprehensive post-high school educational planning, for coordination of comprehensive post-high school educational planning efforts of central statewide education agencies, and for continuous review and evaluation of the effectiveness of post-high school educational plans and planning efforts.

APPENDIX

An Interview With Nathaniel Billingsley, Student Ombudsman

by Mary Kay Murphy

Nathaniel Billingsley, Miami-Dade Junior College's first student ombudsman, is presently working on an advanced degree in business administration at Atlanta University. Born and raised in Atlanta, Mr. Billingsley "made friends all over" as he was growing up. He is sure that his love for people is one reason he became so fond of his work as an ombudsman. Later in his career, he would like to be an ambassador, for "an ambassador, like an ombudsman, has friends in all walks of life and in all places."

Mr. Billingsley joined the administrative staff of Miami-Dade as a counselor in the Career College, a separate arm of the junior college developed to move black students from predominantly low-income families into the mainstream of college life. From that position, he moved to Miami-Dade's Division of Student Affairs and was formally named Student Ombudsman in July, 1969. He is one of the few men in the South ever to serve in such a position.

Q. What is an ombudsman?

A. An ombudsman is a personal troubleshooter for all students on campus. To be effective, he must work with faculty and administration in helping students solve their problems. No one element is more important than any other in an ombudsman's work. His major responsibility is to keep human relations pleasant between students and faculty, students and administration, and even faculty and administration. Acting as a sounding board, the ombudsman filters information between students and those who can help them solve their problems. He must be available wherever and whenever he is needed to help students with their problems. Unlike other administrative staff members, he has

no fixed office, keeps no fixed hours, and is not for one side or for the other but for the "right."

Q. How did you become an ombudsman?

A. I became an ombudsman in a two-step approach. First, I was brought to Miami-Dade as a counselor in a program to help low-income students move into the mainstream of junior college life. That job tested me to see how well I could work with students and to find out how well they accepted me. It also gave the faculty and administration a chance to test my knowledge of the administrative chain of command and of the college power structure. Both groups could judge my ability to represent their interests impartially and to see if I could earn their trust and confidence before I was officially appointed student ombudsman. I believe the only criterion for hiring a student ombudsman should be, "How well can he relate to students and to the administration?" This can be determined by first bringing him into some job which will test his ability before he is permanently made ombudsman.

Q. What was your function as an ombudsman?

A. I feel my function was to eventually make higher education less traditional than it presently is. My major assignment was to make sure that the administration was dealing with the "now" concerns of students.

Q. What were these concerns?

A. They ran the gamut from dope to love life to an unhappy home life. The ombudsman can help, not because he is an authority in all these areas, but because he can listen and because he is aware of those on and off campus who can help students solve their problems. Students were also concerned with problems about admissions, guidance, testing, student loans, scholarships, jobs, and campus clubs. Even problems such as learning to speak English as a second language or learning to get along in a new culture--especially for foreign students or for

students from low-income families. Many of these problems fall within the responsibility of agencies on campus. The ombudsman, however, deals with those students who do not understand where to go for help, or with those who need friendly encouragement to take advantage of existing student personnel services. He also suggests alternatives where no agencies exist on or off campus to help students with their problems.

Q. What characteristics should a student ombudsman possess?

A. He must be a thinker as well as a doer. He must be a self-starter, persistent but not pushy, able to follow through on a problem to its solution. He must be honest and have integrity. Both the administration and the students depend on him to be truthful. He must never misrepresent information given to him by the students for the administration nor can he ever misrepresent the tone or context of information from the administration to the students. He must be discreet, especially about what he puts in records concerning students, and he must never violate confidences placed in him by students and the administration. He must never bring his personal problems to work with him. His vocabulary must be diverse enough so that he can communicate easily with students and with faculty and administration. But he must never make students' language his own. He should dress neatly in the latest fashions, for he will attract students by his dress. Yet, he must always dress in good taste, for students will tend to imitate him. He must be curious, inquisitive, able to know the campus from personal contact with students. He must also be able to evoke trust and confidence from both the administration and students and never show partiality toward either group. He must have a first-hand knowledge of the working world and be able to help students find the rewards and satisfactions of finding work they can do and enjoy. An ombudsman must be able to look beyond a student's dress and grooming

into his mind's eye, to pull something intangible out so that the student can work with the tangible.

Q. Do you think an ombudsman's work is different on a junior college campus from what it might be on a four-year college campus?

A. Yes, there is a different emphasis. In a four-year college, you have many older students who can find meaningful rewards in their course work and from their studies. Students at a junior college, being younger, often need help in finding rewards. The ombudsman must be aware that more than just education concerns junior college students. Extracurricular activities, especially recreation, are high priorities for them. Some of the things I did at Miami-Dade to help students find extracurricular rewards include organizing an elaborate light show as part of a local rock show, organizing and taping a student television forum, organizing a student recruitment program through local high schools, locating a room for guitar-playing sessions, finding discs for playing Frisbee, and organizing small group "gripe" sessions to show students--not just to tell them--that Miami-Dade's open door policy leads straight to an open heart.

Q. How does an ombudsman differ from a counselor?

A. A counselor's role is very structured. He works for definite time periods in one location, considering each problem as he has time on his calendar and working at delayed intervals on a student problem, often over a period of weeks or months. He has much paperwork in his job. An ombudsman's work is much more spontaneous and much less structured than a counselor's. An ombudsman can work on a student problem immediately as it comes up, wherever it comes up, generally with no paperwork and with no limits of time or schedule. He works right through until the problem is solved to the satisfaction of all parties involved. This lack of delay is important in earning the ombudsman the respect of his client who often becomes an ombudsman

himself in helping other students with similar problems see their problems through to solution. Follow-through on the part of an ombudsman is vital in those few situations when problems cannot be solved immediately.

Q. What contributions can the ombudsman make to the junior college community?

A. The greatest contribution the ombudsman can make is to give the administration of junior colleges time in which to restructure course offerings, time in which to come up with a relevant, meaningful student-oriented program. An ombudsman can ward off turmoil and unrest while the administration is in the planning stages of restructuring program offerings. All levels of higher education need to be restructured, but particularly at the junior college level the ombudsman is free to act while others plan behind the scenes. At the junior college level, the ombudsman can gracefully help the administration to restructure, for at that level the ombudsman is not directly fronted with problems and challenges. All campuses, regardless of size--junior colleges, four-year colleges, and universities--need an ombudsman to explain the present situation to students while the administration uses the short period of time available to plan effectively for restructuring.

Q. What conditions on a junior college campus bring about the need for a student ombudsman?

A. Not only on a junior college campus but on through the Ph.D. level, problems exist which need the attention of a student ombudsman. That there is no Board of Appeals for student concerns and grievances on a junior college campus makes an ombudsman necessary. That the instructor is the sole judge of student performance and ability makes an ombudsman necessary. That there is little discussion among faculty, administration, and students to let problems be aired on all levels makes a student ombudsman necessary. All these conditions and many

more make a student ombudsman a most important figure on a junior college campus.

Q. Will students cross over sex and racial lines to get their problems solved with the student ombudsman's help?

A. Students are looking for action. They want something done--now--to get their problems solved. I have found it to be incidental to students the sex or the race of the person who helps them find the solution to their problems. The key factor on which students evaluate an ombudsman's effectiveness is how quickly and how well he was able to help them solve their problems--not what his sex or his race is in comparison to theirs.

Q. Where do you think the authority of a student ombudsman should come from?

A. It must come from the college president. The president should not think of the student ombudsman as his own man, but he should lay the groundwork for the student ombudsman's acceptance by the academic dean, by the division heads, by the faculty, by the students, and even by the school maintenance staff. It is important that the president not feel threatened by the student ombudsman or that he feel the ombudsman is vying with him for popularity. The ombudsman is not on campus to take away anyone's popularity but to get things done. To be an effective force on campus, the ombudsman must gather concrete evidence of student concerns, rank-order them, and present them in written form to the president so that he is aware of the most pressing campus problems.

Q. Were you allowed to be an ombudsman in the true sense of the term by Miami-Dade's administration?

A. Yes. I had a great reception by the administration. I was given the greatest latitude. Whatever I felt I needed to get the job done was made available to me. Maybe these are the reasons I loved my job

so. The administration would listen. They didn't feel I was a threat to them. Most of the decisions the administration made while I was student ombudsman came out in favor of the students. I feel those decisions favoring students to be a mark of my ability to be ombudsman in the "truest sense" of the term and also to be a mark of the administration's support of me in my work.

Q. What could you have done to be more effective as a student ombudsman?

A. Ideally, top level administration in the junior college is an important group for the student ombudsman to be in contact with. Department or division heads are important contacts, too, but some problems require sessions with top level administration. Problems develop when this level is not readily and easily available to the student ombudsman. This is one area where I feel I could have been more effective had top level administration been more accessible. Also, a more ideal situation could have resulted from top level administration seeing me as an agent to carry through their most cherished plans and goals rather than seeing me as a possible threat to these goals.

THE JUNIOR COLLEGE PROJECT

The Junior College Project, supported by a three-year grant from the Carnegie Corporation to the Southern Regional Education Board, is administered through SREB's Institute for Higher Educational Opportunity. Mr. V. L. Ramsey is directing the project. Members of the Institute staff are:

James M. Godard, Director
Van S. Allen, Associate Director
J. Samuel Anzalone, Program Associate
V. L. Ramsey, Program Associate
Barbara Sherry, Program Assistant

Five junior colleges have participated in pilot programs during the first two years of the project. They are:

Central Piedmont Community College,
Charlotte, North Carolina
Coordinator - Colemon Kerry

Gulf Coast Junior College,
Panama City, Florida
Coordinator - Ivey Burch

Lee Junior College,
Baytown, Texas
Coordinator - Fred Adams

Palm Beach Junior College,
West Palm Beach, Florida
Coordinator - Paul Butler

Polk Junior College,
Winter Haven, Florida
Coordinator - Claretha Carnegie

Reports of innovative programs were also prepared by:

Brevard Junior College, Cocoa, Florida
Broward Junior College, Ft. Lauderdale, Florida
Harford Junior College, Bel Air, Maryland
Hillsborough Junior College, Tampa, Florida
Jefferson State Junior College, Birmingham, Alabama
Lenoir Community College, Kinston, North Carolina
Miami-Dade Junior College, Miami, Florida
Santa Fe Junior College, Gainesville, Florida
Spartanburg Junior College, Spartanburg, South Carolina
St. Petersburg Junior College, St. Petersburg, Florida
Tarrant County Junior College, Fort Worth, Texas
University of South Florida, Tampa, Florida